DOCUMENT RESUME

ED 318 737 SP 032 405

AUTHOR Shea, Catherine A.
TITLE The Special Education Student Teaching Experience at Indiana University Southeast, New Albany, Indiana.
PUB DATE 90
NOTE 55p.; Three evaluation forms may not be legible because of very small type.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Check Lists; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Special Education; Student Evaluation; *Student Teacher Supervisors; *Student Teaching; *Teacher Role; Teaching Experience
IDENTIFIERS Indiana University Southwest

ABSTRACT

This guide for student teachers focuses on the prospective special education teacher. The phases of the student teaching experience serve as a framework for the progressive escalation of responsibilities. These phases are orientation and observation, participation, full classroom responsibility, working with individual students, and developing materials. The roles of the supervising teacher, the university supervisor, and the university are discussed. An example is given of the organization of the student teacher's working file. Sample evaluation forms to be completed, the weekly feedback checklist, mid-semester suggestions form, and student teaching evaluation are included as well as sample forms to be completed by student teachers. The latter include: framework questions, an anecdotal record form, and a frequency/duration of behavior form. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318737

THE SPECIAL EDUCATION

STUDENT TEACHING EXPERIENCE

at

Indiana University Southeast

New Albany, Indiana

Dr. Catherine A. Shea

SP 032 405

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. B. Shea

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Assignments.....1
Forward.....2
The Meaning and Goals of Student Teaching.....4
Substitute Teaching*.....4
The Professionals.....5
Ethics*.....6
Attendance*.....6
Work Stoppage*.....6
K588 Supervised Teaching in Special Education.....7
Orientation to the Assigned School.....8
Phases of Student Teaching.....8
The Supervising Teacher's Role*.....9
The University Supervisor's Role*.....10
The Role of the University*.....11
The Student Teacher's Working File.....13
Evaluation.....15
  Evaluation Forms to be Completed.....16
  Weekly Feedback Checklist.....17
  Weekly Feedback Checklist Form.....18
  Mid-Semester Suggestions Form.....20
  Final Evaluation.....24
  Student Teaching Evaluation Sign-Off Sheet.....25

Forms to be Completed by Student Teachers

Framework Questions.....26
Anecdotal Record Form.....48
Frequency/Duration of Behavior.....49

*These sections were excepted from the "Handbook for Elementary Student Teaching" and are used through the kind permission of Dr. Claudia Crump.

ASSIGNMENTS

Name _____ _____ Phone _____

Address _____

FIRST ASSIGNMENT

School _____ Phone _____

Address _____

Disability Area _____

Beginning Date _____ Ending Date _____

Supervising Teacher _____

SECOND ASSIGNMENT

School _____ Phone _____

Address _____

Disability Area _____

Beginning Date _____ Ending Date _____

Supervising Teacher _____

University Supervisor _____

FOREWORD

Every profession has landmark preparation experiences that its practitioners look upon as shaping their entire careers. In medicine, the internship represents one of these landmarks, and, in law, moot court experience represents another. In the profession of education, the landmark experience is student teaching. Student teaching becomes the capstone of the entire pre-service teacher education program. It is the laboratory in which the theory and the practice, the general education and the professional content are brought into action and interaction. It is the tempering point of professional steel honing. Indeed, it represents the most exciting and challenging teacher education experience.

Most students have exceptionally fine student teaching experiences. The group of boys and girls with whom they work is a group they remember vividly throughout their careers. Even a less than satisfactory situation can be used to a learning advantage (albeit possibly a negative learning experience) if the student teacher is mature and open-minded. Such negative experiences are rare, and most students never experience them.

There are some ground rules that students need to understand if they are to succeed in student experiences. Most student failures result because the ground rules were either misunderstood or ignored. Some of the ground rules are reflected in the remainder of this document but there are a few which I shall single out in the next few paragraphs.

First, the student teacher is in a learning situation. He is placed to learn from the school, the students, and the teacher to whom he is assigned. He is neither assigned as a missionary nor as a change agent and should not assume these roles. He is a junior member of the team and the supervising teacher is the team leader. Both need to understand and function in their respective roles.

The program of student teaching operates under a host-guest arrangement with the public schools. The local schools and the supervising teachers participate voluntarily in the teacher education program as part of their professional commitment but they have no legal obligation to work with student teachers. It is only by their grace that you have a placement and you should respond as any guest in the schools.

The student's model for dress, appearance, behavior, practice, and conduct should be that of the teachers in the school and system to which the student is assigned. Student teachers should be more teachers than student and should behave accordingly.

Most problems can be averted if they are faced openly, honestly and early. If conflicts or misunderstandings occur, talk them out with the supervising teacher immediately. If they still persist, consult your college supervisor at once. A deferred problem only becomes greater.

Lastly, exercise good tact, judgment, courtesy, and common sense. These still are the miracle cures for most ailments that student teachers confront.

If you follow these simple rules, you will have one of the best experiences you will have in your professional careers. Good luck and best wishes for your professional success.

John E. Reisert, Dean
Academic Affairs

The Meaning And Goals Of Student Teaching

Student teaching is an extension of and the culminating activity for the teacher preparation program. The experience goes beyond the mere demonstration of competence. This intensive field experience is an internship for entering the teaching profession.

While never completely shedding the role of a student, the student teacher progressively assumes the role of the teacher in charge. Through close observation by an experienced teacher and sustained classroom teaching, the student teacher becomes more aware of and skilled in the responsibilities which will be encountered in full time teaching.

Because teaching is a complex process, the student teacher should be prepared to spend a good measure of time and effort in order to develop his/her professional skills. Student teaching is a full-time job, not just another class. To be recommended for certification student teachers must consistently demonstrate over a sustained period of time the ability to manage instruction and students and do so under a minimum of supervision.

Because the classroom is a dynamic environment, the student teacher should remain flexible. The unexpected should be expected.

To maximize the benefits of the experience, student teachers should take the initiative by requesting feedback and help, finding out the "whys" and "hows", taking advantage of varied experiences within the profession, and trying new approaches. The outstanding student teacher does not just do well on assigned tasks, but displays outstanding characteristics in self-reliance, desire, enthusiasm, or other indicators of professional promise.

Substitute Teaching

The supervising teacher and the student teacher constitute a teaching team with the supervising teacher serving as team leader. As a team member, the student teacher may be assigned to teaching and/or supervisor responsibilities in the classroom in the absence of the supervising teacher, providing the supervising teacher feels that the student teacher is capable of and ready for such responsibilities.

Indeed, it is important that the student teacher have periods alone with the class as part of his/her professional growth, but only after his or her readiness is determined by the supervising teacher, and providing that the practice is consistent with local school policy. In cases of extreme emergency the student teacher may be asked, as a team member, to assume single responsibility for the class, should the supervising teacher and the principal agree that this is desirable. These periods should be of short duration. In the case of a prolonged period of absence by the supervising teacher, the university supervisor should be notified and should determine if the student should be reassigned either temporarily or permanently. Student teachers may not be used as substitute teachers either with or without pay.

In general terms the goal of student teaching is to provide student teachers with an opportunity to translate the knowledge gained from college coursework into instructional and management skills. Through guided experiences the student should learn to engage in certain behaviors and establish mediating conditions which achieve desired learner outcomes. More specifically, through the student teaching experience the special education student teacher should become more experienced and skilled in:

1. Developing Individualized Educational Plans (IEPs);

2. Designing effective instructional activities for implementing IEPs;

3. Selecting or developing appropriate instructional materials and media to carry through with instruction;

4. Managing students' behavior;

5. Working as a member of a multidisciplinary team, and

6. Utilizing assessment techniques.

THE PROFESSIONALS WORKING WITH THE STUDENT TEACHERS

* Supervising Teacher: The teacher responsible for the students in the classroom and to whom the student teacher has been assigned.

* University Supervisor: University faculty member in charge of supervising the student teaching experience.

Ethics

The student teacher must at all times follow such ethical practices as the following:

1. Conduct professional business through the proper channels.
2. Discuss confidential and official business with authorized persons only.
3. Uphold the reputation of the administration and staff, the faculty, and all students.
4. Consider all practices in the school worthy of execution until proven otherwise by general consensus.
5. Deal justly and impartially with students, regardless of their physical, emotional, social, racial, or religious characteristics or background.

Signed_____

Date_____

Attendance

A successful student teacher must manage time so as to be adequately prepared for the day's activities. Since this part of the professional training is extremely critical, student teachers must arrange other aspects of their lives so that the field experience is productive as well as enjoyable.

Student teachers should arrive no later than their supervising teacher. Before and after school duties should be expected. Ample time must be allotted for consulting with the supervising teacher.

In those rare instances when a student teacher must be absent s/he should notify the supervising teacher (carry the phone number in your wallet) immediately. Extended absences will be addressed on an individual basis by the supervisors and Division of Education.

Work Stoppage

If a work stoppage (strike) should involve the teacher, the school building or school system to which the student teacher has been assigned, the student teacher will immediately report to the Office of Professional Field Experiences at IUS for reassignment. This reassignment may either be temporary or permanent and will depend on the duration of the stoppage and the climate prevailing in the teaching situation. The student is prohibited from taking any role in the dispute as either a participant in the strike action or as a strike breaker. Students violating this provision are subject to immediate dismissal from student teaching and from the Teacher Education Program of Indiana University Southeast.

K588

SUPERVISED TEACHING IN SPECIAL EDUCATION

University students enrolled in K588 Supervised Teaching In Special Education are graduate level students who already hold one non-special education Indiana teaching certificate. These students have not completed a supervised undergraduate special education student teaching experience. Beyond that characteristic, these graduate students vary considerably in their teaching experiences and skills. Some students may have taught several years in the "regular" classroom or in a special education via a limited license. Others may have recently finished their undergraduate program or taught in secondary or elementary schools for several years but not recently.

Therefore, given the diverse nature of K588 students it is important that careful attention is paid to the verification of basic instructional and management skills and students be moved swiftly as possible to full responsibility for the programming. Personal maturity and poise should not be confused with solid evidence of adequate performance in the areas of assessment, discipline, and meeting educational needs.

Though supervising an age-peer (or an even older student) may present some unique interpersonal challenges, it can also set the stage for more co-teaching and mutual enrichment than might be possible with students of the traditional age.

Supervisors should determine when the student should be accorded junior partner status versus co-teacher standing. At times, an individual student may in some critical areas of teaching skill demonstrate high proficiency and yet be struggling with others. Such highs and lows are not uncommon in undergraduate students but in K588 students the discrepancy may be greater but not necessarily obvious to the casual observer. For example, students with experience teaching may encounter difficulty "gearing down" in math, language arts, etc. The basic skills area of the curriculum is often problematic in terms of preparing IEP's and adjusting daily intstruction.

Orientation to the Assigned School

In order to become acquainted with the assigned school and its staff student teachers should:

a. BEFORE THE FIRST DAY OF THE ASSIGNMENT. Contact the supervising teacher to introduce themselves and confirm the time of arrival for the first day of the assignment and/or preliminary teacher's meetings.

b. ON OR BEFORE THE FIRST DAY OF THE ASSIGNMENT. Introduce themselves to the building principal and support staff in the main office and request a copy of the school calendar, directives, and other information.

c. BEFORE THE FIRST DAY OF THE ASSIGNMENT AND THERE AFTER UNTIL COMPLETION. Student teachers are expected to participate in all preliminary meetings attended by their supervising teachers prior to the opening of school, as well as during the student teaching assignment. Attendance at faculty, grade or department, PTA, and local teacher's association meetings is encouraged and may be required. Degree of participation in staffings, IEP meetings, and parent conferences will be determined by the host school's policies and the supervising teacher's judgement.

PHASES OF THE STUDENT TEACHING EXPERIENCE

The student teaching experience consists of a gradual integration of the student teacher into the activities of the professional teacher. Integration takes place in approximately the following manner:

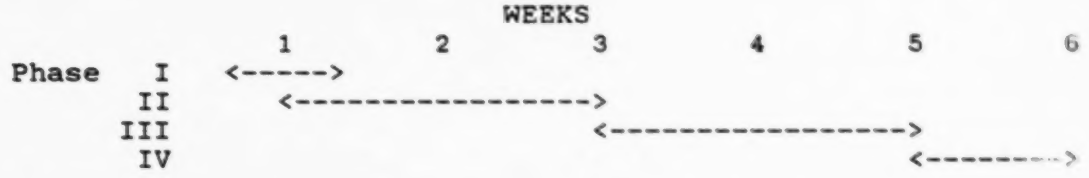
PHASE I: Orientation and Observation*
This phase consists primarily of orientation to the classroom routine and observation of instruction and management. This time is not to be interpreted as "sit and watch" but rather as a period of systematic observation of student and teacher behaviors. Limited participation might include working with one student or a small group, helping with part of a large group lesson, and assisting with planning and evaluating. Time might be spent observing other specialized services in the same building or other classes into which students are integrated.

PHASE II: Participation*
Participation in the classroom is much more active during this phase. Responsibilities might include preparing instructional materials, planning and implementing a limited number of lessons, supervising independent work, managing students during non-instructional time. Careful observation during the first week serves as the foundation for a smooth transition during this phase.

PHASE III: Full Responsibility*
The student teacher is to assume responsibility for teaching the entire school day for a minimum of four weeks. The student teacher assumes major responsibility for the total instructional programming, behavior management, evaluation, working with other staff members, and other duties required of the classroom teacher.

PHASE IV: Phasing in the Supervising Teacher*
During this time the supervising teacher is phased into full time teaching of the class. The student teacher might spend time observing, working with an individual student, developing materials for the teacher, etc.

*The amount of time spent in each phase will vary according to the number of weeks in the assignment. The following is a guideline for a six-week assignment.



Even though by the end of the assignment the student teacher will be the "teacher in charge", the supervising teacher retains responsibility for the instruction and welfare of the students. Therefore, the supervising teacher shall be the final authority in decisions relating to curriculum, behavior management, material/media use, staff relations, and parental contact.

*THE SUPERVISING TEACHER'S ROLE

The importance of the work of the supervising teacher cannot be over-emphasized. Numerous studies, as well as personal testimonies, attest to the fact that student teachers regard their period of student teaching as one of the most valuable aspects of their professional preparation. No other person with whom the students come in contact during professional attitudes, styles of teaching, or perceptions of the teaching profession as do the supervising teachers.

It has been said that every member of a profession has an obligation to devote some of his or her time and energy to raise the standards of that profession. Supervising a student teacher offers a unique and challenging opportunity to render such service.

The responsibilities of the supervising teacher toward the student teacher fall into these general areas:

Providing a good motivational atmosphere. The student teacher's first day in the classroom may help to "make or break" his her teaching future. The supervising teacher can be of great assistance by

1. Preparing the class for the student teacher's arrival.
2. Creating an atmosphere conducive to a harmonious working relationship with the student teacher.
3. Acquainting the student teacher with the needs of children, the curriculum pattern, and the various types of plans for instruction.
4. Orienting the student teacher to the school and the community.
5. Giving the student teacher some jobs and responsibilities at the very beginning in order to enhance his or her status.

Planning with the student teacher. This area is considered imperative in student teaching since planning with the student teacher

- increases his or her status to that of a junior partner in the teaching process, thus giving added assurance and confidence necessary for teaching success;

- forces the student to accept a major share of the responsibility for personal growth;

-clarifies the student's objectives in light of the realities of the situation. The student needs to know what he or she is trying to do and why it is being done.

The principle areas in which plans should be made include:

1. Long-range plans for the student teacher's participation in teaching the class.
2. Plans for the student teacher's activities in all school, community and professional functions.
3. Plans for actual classroom teaching.

Giving the student teacher the opportunity to learn by doing.

1. The student teacher must have a great many opportunities to teach.
2. Rigid teaching patterns should be avoided.
3. Student teachers need help in perceiving situations accurately.
4. The student teacher needs to develop sensitivity.
5. Spontaneity must be encouraged.
6. The student teacher may need help in achieving balance between teacher demonstrations and pupil activity; between thought questions and factual information, etc.

*THE UNIVERSITY SUPERVISOR'S ROLE

The university supervisor, a member of the Division of Education faculty, assumes responsibility for the supervision of the student teacher. This responsibility includes:

1. Regular visits to the classroom where student teachers are teaching.
2. Group and individual conferences with student teachers.
3. Occasional group conferences with supervising teachers.
4. Group and individual conferences with student teachers and their supervising teachers.

The university supervisor assists and supports the supervising teacher in any manner which appears appropriate. His or her function is not to find fault but to identify and analyze problems and to provide resources and suggestions for dealing with them.

*THE ROLE OF THE UNIVERSITY

Seminars. Periodically throughout the student teaching semester, seminars are scheduled to supplement and enrich previous methods instruction, to provide for a sharing of experiences, and to inform the students about placement files and certification procedures. These seminars are often planned in conjunction with SEA meeting to provide the student with professional contact while infringing as little as possible on teaching responsibilities.

Films. Student teachers may have access to the free use of a limited number of films from the Indiana University Audio-Visual Center at Bloomington. The scheduling and use of such films are subject to the following conditions:

1. All films in the film library--over 7,500 titles--are available providing that they have not been previously booked by other users.
2. Each student teacher may book a total of 3 films to be shown at any time during the student teaching period. Film catalogs and request forms can be obtained from the audio-visual clerk in the IUS Library, or the Division of Education office.
3. Student teacher requests must be sent in on the film request form and forwarded to the A-V clerk. A minimum of two weeks should be allowed when scheduling films for classroom use.
4. There is no charge for the film rental. The A-V clerk will notify the student teacher by phone or mail at the availability of the films.
5. The films may be booked for a period of from one to five days. It is suggested that the requests be made for a one-week period, from Monday through Friday. This should allow ample time for preview, consultation with the supervising teacher, and scheduling of projection equipment.
6. Films must be picked up at the Circulation Desk in the IUS Library.
7. Each student teacher is responsible for the prompt return of the film to the Circulation Desk in the IUS Library. To avoid any tardiness, each film is marked with a slip stating the return date. The A-V clerk will mail the film back. The film must be returned to the Circulation Desk prior to the date on the slip.

Placement Files. Each education student may wish to establish a placement file, which must be completed during the student teaching semester. After the file has been completed, a placement number is assigned to each student. Thereafter when a student files an application for a teaching position with a school system, the student can request a set of placement credentials to be sent. This valuable service is offered at nominal charge to the student.

Professional organizations and honoraries. The student teacher is encouraged to affiliate with professional organizations. A comprehensive membership in SEA, or the Student Education Association, provides programs, professional newsletters and journals, liability insurance, and many other advantages at the local chapter, state, and national levels. The Association of Teacher Educators, Indiana Unit, offers a student membership and provides opportunities for education students to meet with local educators and to hear distinguished speakers on both the state and national levels. Two education honoraries--Kappa Delta Pi and Pi Lambda Theta--exist at I U Southeast. Membership in both is based on scholastic standing and the recommendations of members and faculty.

*This section is excerpted from the Elementary Student Teaching Handbook and is included with the kind permission of Dr. Claudia Crump.

THE STUDENT TEACHER'S WORKING FILE

The student teacher will develop a working file containing several activities designed to enhance the field experience. Though the supervising teacher may be consulted, the responsibility for completing these assignments rests with the student teacher. A description of the activities and their due dates follow.

(due:) CLASS SCHEDULE: A copy of the student teacher's daily classroom schedule should be mailed or hand delivered to the University Supervisor. Those assigned to self-contained classroom should indicate the areas taught (including PE, planning, beginning and end of day) and their time slots. Those in resource service delivery models should give the time slots (including planning, assessment, etc.) and a description of the various groups.

(due:) RESPONSIBILITY PHASING: A general guideline for assuming the responsibilities of the classroom may be found on page _____ of this handbook. Within those general guidelines the student and supervising teacher should outline a tentative schedule of when duties will be assumed. When specific times or groups will be shifted from the supervisor to the student teacher should be included in the outline.

(due:) FRAMEWORK QUESTIONS: This is a set of questions which will help the student teacher focus purposefully on the classroom activities. Extra sheets for answering the questions may be attached when needed. Many of the questions can be answered within the first few days of the experience. As the weeks pass, modifications to the responses may be appropriate. Literary style is not important; clarity, completeness, and reflection should be the goals. Student teachers are encouraged to add additional questions.

(due:) ANECDOTAL RECORD: An anecdotal record is a "written filming" of a specific set of happenings in the classroom. Much as a news reporter would do, the student teacher writes a detailed description of what happened, making no editorial remarks. Typically an anecdotal record is used to document situations about which the teacher is concerned. The anecdotal information might be used to measure he present level of performance or to track changes after an intervention. A form for the anecdotal record is enclosed in his handbook.

(due:) FREQUENCY/DURATION MEASURE: For more discrete behaviors a frequency count (a tally of how often a behavior occurs) or a duration measure (clocking of how long the behavior lasted) may be more appropriate than an anecdotal record. A form for completing this requirement may be found in this handbook.

(due:) PARENTAL CONTACT: If approved by the supervising teacher student teachers should have a planned contact with a parent/guardian of one of the students in the assigned classroom. A record of the contact should be made on the form found on page ___ of this handbook. If actual contact cannot be made the student teacher should plan a contact, indicating what outcomes would be desired.

(due:) IEP: The student teacher should develop an IEP for one of the students in the assigned classroom. In most cases, the IEP will likely be a modification of one that is already in use. The supervising teacher should be a good resource for his activity.

RESOURCE FILE: Each student teacher is encouraged but not required to develop an extensive collection of resources for future use. Such a collection might include:

*list of textbooks, resource books, materials, media used or recommended by the supervising teacher or other faculty members.

*copies of teacher-made tests, handouts, forms, etc.
*card file of ideas for activities (having a stack of index cards available for impromptu use will help accomplish this).

LESSON PLANS: Initially the student teacher will need to make more detailed lesson plans than will the supervising teacher. The purpose of lesson plans is not to add drudgery to the teaching process but rather to clarify the student teacher's thinking. Like a professional athlete or musician the experienced teacher makes it seem easier than it really is. What the supervising teacher seems to do automatically, the student teacher will need to consciously plan. During the first few days of the assignment the student teacher might find it helpful to observe a lesson, write down what s/he thinks the objectives and procedures were, and then to check with the supervising teacher for verification. Co-planning with the supervising teacher is an excellent way to learn how to set objectives, select activities, prepare materials, anticipate "rough spots", and determine a means of evaluating students' understanding. Regardless of what format or detail is used for writing the lesson plan, on a moment's notice the student teacher should be prepared to verbalize what objectives are to be met and how progress towards those objectives will be determined.

COLLABORATION PROJECT: In order to gain practice in collaborating with other professionals, student teachers will plan and implement at least 3 personal contacts with a mainstream teacher who has co-responsibility for one student in the special education class. If none of the student teacher's pupils are mainstreamed, contacts should be made with another professional who "shares: a student. More explanation of the collaboration project may be found on page ____ of this handbook.

EVALUATION

Evaluation of the student teaching experience is a continuous process and is a collaborative effort of the student teacher, the supervising teacher, and the University supervisor. The evaluation process is a way to assist the student teacher in developing and expanding competencies and self-evaluation skills. The assignment of grades is the province of the University supervisor in consultation with the supervising teacher.

The importance of communication among the student teacher and his/her supervisors cannot be overstated. Robust discussions and sharing "trade secrets" are imperative and must be undertaken in a purposeful manner. Student teachers need and should seek daily feedback, as suggestions and encouragement about specific situations are best understood and remembered when given as soon after the fact as possible.

Constructive criticism is just that: feedback designed to construct a better performance. Because individuals differ in their level of comfort and skill in delivering and receiving frank information there will be awkward moments through which all will survive and gain strength.

Assigning Letter Grades: The University supervisor in consultation with the supervising teacher will make a professional judgement regarding the student teacher's performance and takes the final authority in assigning the grade. More than one source and type of information are used to arrive at that judgement. Those sources include, but are not limited to:

a. Feedback Checklists completed by the supervising teacher.

b. Periodic observations by the University supervisor.

c. Midterm and final evaluations.

d. Assignments submitted to the University supervisor.

EVALUATION FORMS
TO BE COMPLETED BY THE SUPERVISING TEACHER

Evaluation of students is a daily activity completed by all field teachers. Evaluation of student teachers requires similar skills: insight, attention, effort, and frankness. However, it is not unusual for supervisors to feel uneasy when evaluating another adult. The complex nature of the teaching process and the diversity of acceptable teaching styles among other factors necessitates that the evaluation of the student teaching performance be done through professional judgement rather than reduced to a numerical formula.

The Feedback Checklist and the mid-term and final evaluation forms are to be used as tools for exerting professional judgement. Their primary use is to guide the student teacher by making them aware of their strengths and areas needing improvement. Another use of the forms, along with other information, is to provide a rationale for assigning grades. The supervising teacher's recommendation for a final grade should be corroborated by the overall marks the student teacher received on the checklist and the mid-term and final evaluation forms.

Student teachers who receive an "inferior" rating on knowledge of the content (#1), Organizing Materials (#4), Organizing Learning Situations (#4), Classroom Management (#6), or Use of Oral and Written English (#12) may result in the student's experience being reviewed by the Elementary/Special Education Field Experience Committee.

If at any time the supervising teacher becomes concerned about the student teacher's being able to perform adequately in any area identified on the evaluation form, the university supervisor should be contacted immediately. In such a case both supervisors will work with the student teacher to develop a plan of remediation and set dates assessing progress.

WEEKLY FEEDBACK CHECKLIST

The Feedback Checklist is an instrument that formalizes continuous, specific feedback regarding the student teacher's performance. The purpose of the checklist are to provide:

1. An outline of teaching competencies expected of special education student teachers;

2. A vehicle for continuous documentation of changes occurring in the student teacher's performance;

3. A guide for identifying specific areas of strength and behaviors that need improvement, and

4. Data which will be used for determining grades.

FEEDBACK CHECKLIST

_____to_____, 19_____

Student Teacher_____Supervisor_____

** This checklist should be completed bi-weekly (except for the midterm and final week) by the supervising teacher, shared with the student teacher, and made available for view by the University supervisor. Adaptations of items and comments are welcomed. A number of items will be rated as "NA" in the first few weeks.

Key: NA = Not applicable or insufficient opportunity to evaluate
0 = Practice not exhibited to any extent.
1 = Practice exhibited to a limited, inconsistent extent.
2 = Practice exhibited with some degree of regularity and oppropriateness.
3 = Practice exhibited consistently, without prompting. (Use pluses and minuses if it enhances the process).

	Date			
A. Personal/Professional Competencies				
___Keeps specified working hours.				
___Uses in-school time productively.				
___Seeks feedback from supervisors.				
___Modified behavior in response to feedback from supervisors.				
___Attends staff meetings when requested to do so.				
___Uses good oral and written language.				
___Participates in decision making when appropriate.				
___Dresses and conducts personal behavior in a manner congruent with professional standards and LEA policies.				
___Divides attention among students.				
___Maintains appropriate level of relaxation and assertion in classroom.				
___Places realistic demands on self.				
___Uses a non-punitive, supportive tone of voice and body language.				
___Keeps appropriate records.				
B. Instructional Comptencies				
__Demonstrates skill mastery of subjects being taught.				
___Uses techniques & materials appropriate to learners' performance & development.				
___Plans with cooperating teacher when appropriate.				
___Organizes teacher & student environment to faciliate management & instruction				
___Operationally defines learner objectives.				
___Organizes lessons to meet long range goals in IEP.				
___Develops own materials when appropriate.				

___Uses a variety of materials appropriate to learners' needs.				
___Takes advantage of spontaneous learning situations.				
___Permits students, in accordance with their abilities, to participate in planning learning activities.				
___Plans activities which enable students to work from strengths.				
___Directs learners' attention towards objectives of lessons.				
___Provides for practice.				
___Establishes set (motivation)				
___Employs review to smooth transition to new learnings.				
___Utilizes a variety of questions.				
___Accepts/extends students' ideas.				
C. Behavior Management				
___Operationally defines behavioral change desired through an appropriate pinpoint.				
___Breaks terminal behavior into approximations.				
___Appropriately assesses baseline.				
___Identifies reinforcers.				
___Uses appropriate types and schedules of reinforcement.				
___Gives contingencies based on manifestation of target behavior.				
___Evaluates and adjusts contingencies.				
___Uses modeling, chaining, and Premack when necessary.				
___Uses ignoring when appropriate.				
___Intervenes before problem behaviors escalate.				
___Elicits student input regarding behavior change.				
___Directs small group toward task completion.				
___Uses "with-it-ness," attending to entire group while working with one learner.				
___Reviews classroom rules as needed by learners				
___Verbalizes fire and disaster safety procedures				

D. Assessment and Evaluation of Students				
___Verbalizes assessment procedures, child-find & eligibility requirements of LEA.				
___Uses continuous informal assessment to direct subsequent programming.				
___Gathers information regarding entry level competencies.				
___Develops appropriate summative evaluation techniques.				
___Helps students evaluate themselves realistically.				
___Delivers corrective feedback as needed.				
E. Staff Relations				
___Learns names of co-workers.				
___Displays interest in total program.				
___Exhibits tactful & open interations with all staff.				
___Seeks consultation with other staff when necessary.				
___Demonstrates appropriate use of paraprofessionals.				

INDIANA UNIVERSITY SOUTHEAST
Division of Education

MID-TERM EVALUATION
FOR IMPROVEMENT IN STUDENT TEACHING

Name of Student Teacher _____ Date _____

The purpose of this instrument is to provide feedback to the student teacher from which he can grow. Instructions:

1. Check (X) general level of competency for each heading
2. Add comments ONLY IF NECESSARY.

An "Inferior" check or cluster of encircled characteristics will result in a conference among the student teacher, the supervising teacher, the university supervisor and a fourth person. When supervisors rate the items marked with an asterisk (*) "inferior" the student teacher will be asked to meet with the Field Experience Committee for a review.

CHARACTERISTICS AFFECTING TEACHING SUCCESS

KNOWLEDGE OF SUBJECT MATTER Check: ___Superior ___Good ___Adequate ___Inferior

1.* Has an understanding and a working knowledge of content in teaching field.
COMMENTS: ___Superior ___Good ___Adequate ___Inferior

2. Is actively engaged in increasing his/her knowledge of subject matter.
COMMENTS: ___Superior ___Good ___Adequate ___Inferior

INSTRUCTIONAL CAPACITIES Check: ___Superior ___Good ___Adequate ___Inferior

3. * Ability to Organize Materials for Teaching Purposes.
Makes adequate plans for teaching; selects materials with attention to individual differences; organizes materials effectively.
COMMENTS:

4. * Ability to Organize Situation: Check: ___Superior ___Good ___Adequate ___Inferior
Has general mastery of methods; is able to create effective learning situations; obtains wide pupil participation; maintains proper balance between teacher-pupil activity; provides for individual differences.
COMMENTS:

5. Class Achievement: Check: ___Superior ___Good ___Adequate ___Inferior
Pupil learning continues at appropriate levels; selects appropriate appraisal techniques; addressed special needs students; recognizes cultural diversities and similarities.
COMMENTS:

6. * Classroom management. Check: ___Superior ___Good ___Adequate ___Inferior
Is fair and just in dealing with pupils; understands the psychological, physiological, and sociological needs of his/her pupils; has the interest and cooperation of pupils; encourages social responsibility in pupils.
COMMENTS:

PERSONAL/PROFESSIONAL QUALITIES Check: ___Superior ___Good ___Adequate ___Inferior

7. Classroom Personality: Is mentally alert; has sense of humor; exercises self-control; displays drive and vitality.
COMMENTS:

8. Social Qualities: Check: ___Superior ___Good ___Adequate ___Inferior
Is friendly, understanding and helpful; has ability to get along with others and can empathize with their problems; is courteous and tactful; is interested in pupils.
COMMENTS:

9. Professional Zeal: Check: ___Superior ___Good ___Adequate ___Inferior
Is interested in teaching; takes steps toward self-improvement, is an enthusiastic worker; believes teaching is worthwhile.
COMMENTS:

10. General Knowledge and Information: Check: ___Superior ___Good ___Adequate ___Inferior
Has a wide variety of interests and a broad understanding of social concerns.
COMMENTS:

11. Loyalty & Cooperation: Check: ___Superior ___Good ___Adequate ___Inferior
Is dependable and punctual; is willing and able to take suggestions and criticisms; cooperates with associates and supervisors; upholds school policies.
COMMENTS:

12. * Use of Oral and Written English: Check: ___Superior ___Good ___Adequate ___Inferior
Presents ideas clearly and simply; uses good English in and out of the classroom.
COMMENTS:

13. Health: Check: ___Superior ___Good ___Adequate ___Inferior
Has good general physical condition and mental health; able to carry normal load with energy in reserve.
COMMENTS:

14. Personal Appearance: Check: ___Superior ___Good ___Adequate ___Inferior
COMMENTS:

15. Voice and Speech: Check: ___Superior ___Good ___Adequate ___Inferior
Is clear and distinct; has good inflection and modulation; is easy to understand; uses correct pronunciation; is free from irritating mannerisms.
COMMENTS:

COMMENTS: (If different from Mid-Semester Evaluation)

It is suggested that this form be shared with the student teacher during the week designated for mid-term reports. Forward a copy to the Field Experience Office or give to the University Supervisor.

NAME_____SUPERVISING TEACHER IN_____

SCHOOL_____CITY_____

DIRECTIONS FOR COMPLETING THE STUDENT TEACHING EVALUATION.

Return with Original to
Office of Field Experiences

The check portion may be completed with a dark pen. The statement on page two should be typed and if necessary may be contined on the LOWER back of page two. If it is continued on the back, the identifying information on the supervising teacher should be repeated.

Return Orignal and Copy 1 to the Office of Field Experiences, Div. of Education, Indiana University Southeast, New Albany, IN., no later than the day of the student teaching experience for the semester. Honorarium checks will be mailed to supervising teachers upon receipt of this final evaluation form. Any check in the "Inferior" columns may result in a review by the Elementary Field Experience Committee. When supervisors rate the items marked with an asterisk (*) "Inferior" the student teacher will be asked to meet with the Field Experience Committee for a review.

COPY 1 - To be turned in with Original to I.U.S. Field Experiences Office

---

INDIANA UNIVERSITY SOUTHEAST
Division of Education

Educational Placement Bureau
File Number _____

FINAL EVALUATION OF STUDENT TEACHING

Date _____

Name of Student Teacher .....

CHARACTERISTICS AFFECTING TEACHING SUCCESS

Direction: Check the appropriate position on each scale. Underline strong points. Encircle weak points.

	Superior	Good	Adequate	Inferior
KNOWLEDGE OF SUBJECT MATTER				
* 1. Has an understanding and a working knowledge of content in teaching field.				
2. Is actively engaged in increasing his/her knowledge of subject matter.				
INSTRUCTIONAL CAPACITIES				
* 3. Ability to Organize Materials for Teaching Purposes: Makes adequate plans for teaching; selects materials with attention to individual differences; organizes materials effectively.				
* 4. Ability to Organize Learning Situations: Has general mastery of methods; is able to create effective learning situations; obtains wide pupil participation; maintains proper balance between teacher-pupil activity; provides for individual differences.				
5. Class Achievement: Pupil learning continues at appropriate levels; selects appropriate appraisal techniques.				
* 6. Classroom Management: Is fair and just in dealing with pupils; understands the psychological, physiological, and sociological needs of his/her pupils; has the interest and cooperation of pupils; encourages social responsibility in pupils.				
PERSONAL/PROFESSIONAL QUALITIES				
7. Classroom Personality: Is mentally alert; has sense of humor; exercises self-control; displays drive and vitality.				
8. Social Qualities: Is friendly, understanding and helpful; has ability to get along with others and can empathize with their problems, is courteous and tactful; is interested in pupils.				
9. Professional Zeal: Is interested in teaching; takes steps toward self-improvement; is an enthusiastic worker; believes teaching is worthwhile.				
10. General Knowledge and Information: Has a wide variety of interests and a broad understanding of social concerns.				
11. Loyalty and Cooperation: Is dependable and punctual; is willing and able to take suggestions and criticisms; cooperates with associates and supervisors, upholds school policies.				
*12. Use of Oral and Written English: Presents ideas simply and clearly; uses good English in and out of the classroom.				
13. Health: Has good general physical condition and mental health; able to carry normal load with energy in reserve.				
14. Personal Appearance: Exhibits good taste and neatness in dress; is clean; has no distracting mannerisms.				
15. Voice and Speech: Is clear and distinct, has good inflection and modulation; is easy to understand; uses correct pronunciation, is free from irritating mannerisms.				

DIRECTIONS FOR COMPLETING THE STUDENT TEACHING EVALUATION.

Make 3 copies of this completed form.

The check portion may be completed with a dark pen. The statement on page two should be typed and if necessary may be continued on the LOWER back of page two. If it is continued on the back, the identifying information on the supervising teacher should be repeated.

Return Original and Copy 1 to the Office of Field Experiences, Div. of Education, Indiana University Southeast, New Albany, IN., no later than the last day of the student teaching experience for the semester. Honorarium checks will be mailed to supervising teachers upon receipt of this final evaluation form. Any check in the "Inferior" columns may result in a review by the Elementary Field Experience Committee. When supervisors rate the items marked with an asterisk (*) "Inferior" the student teacher will be asked to meet with the Field Experience Committee for a review.

Original - I.U.S.
Copy 1 - I.U.S.
Copy 2 - Supervising Teacher's File

INDIANA UNIVERSITY SOUTHEAST
Division of Education

Educational Placement Bureau
File Number_____
Date_____

FINAL EVALUATION OF STUDENT TEACHING

Name of Student Teacher .....

CHARACTERISTICS AFFECTING TEACHING SUCCESS

Directions: Check the appropriate position on each scale. Underline strong points. Encircle weak points.

		Superior	Good	Adequate	Inferior
	KNOWLEDGE OF SUBJECT MATTER				
*	1. Has an understanding and a working knowledge of content in teaching field.				
	2. Is actively engaged in increasing his/her knowledge of subject matter.				
	INSTRUCTIONAL CAPACITIES				
*	3. Ability to Organize Materials for Teaching Purposes: Makes adequate plans for teaching, selects materials with attention to individual differences; organizes materials effectively.				
*	4. Ability to Organize Learning Situations: Has general mastery of methods; is able to create effective learning situations; obtains wide pupil participation; maintains proper balance between teacher-pupil activity, provides for individual differences.				
	5. Class Achievement: Pupil learning continues at appropriate levels; selects appropriate appraisal techniques.				
*	6. Classroom Management: Is fair and just in dealing with pupils; understands the psychological, physiological, and sociological needs of his/her pupils; has the interest and cooperation of pupils; encourages social responsibility in pupils.				
	PERSONAL/PROFESSIONAL QUALITIES				
	7. Classroom Personality: Is mentally alert; has sense of humor; exercises self-control; displays drive and vitality.				
	8. Social Qualities: Is friendly, understanding and helpful; has ability to get along with others and can empathize with their problems, is courteous and tactful, is interested in pupils.				
	9 Professional Zeal: Is interested in teaching; takes steps toward self-improvement; is an enthusiastic worker; believes teaching is worthwhile.				
	10. General Knowledge and Information: Has a wide variety of interests and a broad understanding of social concerns.				
	11. Loyalty and Cooperation: Is dependable and punctual; is willing and able to take suggestions and criticisms; cooperates with associates and supervisors, upholds school policies.				
*12	Use of Oral and Written English: Presents ideas simply and clearly, uses good English in and out of the classroom.				
	13. Health: Has good general physical condition and mental health, able to carry normal load with energy in reserve.				
	14. Personal Appearance Exhibits good taste and neatness in dress; is clean; has no distracting mannerisms.				
	15 Voice and Speech Is clear and distinct; has good inflection and modulation; is easy to understand; uses correct pronunciation, is free from irritating mannerisms.				

DIRECTIONS FOR COMPLETING THE STUDENT TEACHING EVALUATION.

Make 3 copies of this completed form.

The check portion may be completed with a dark pen. The statement on page two should be typed and if necessary may be continued on the LOWER back of page two. If it is continued on the back, the identifying information on the supervising teacher should be repeated.

Return Original and Copy 1 to the Office of Field Experiences, Div. of Education, Indiana University Southeast, New Albany, IN., no later than the last day of the student teaching experience for the semester. Honorarium checks will be mailed to supervising teachers upon receipt of this final evaluation form. Any check in the "Inferior" columns may result in a review by the Elementary Field Experience Committee. When supervisors rate the items marked with an asterisk (*) "Inferior" the student teacher will be asked to meet with the Field Experience Committee for a review.

Original - I.U.S.
Copy 1 - I.U.S.
Copy 2 - Supervising Teacher's File

INDIANA UNIVERSITY SOUTHEAST
Division of Education

Educational Placement Bureau

File Number_____

FINAL EVALUATION OF STUDENT TEACHING

Date_____

Name of Student Teacher .....

CHARACTERISTICS AFFECTING TEACHING SUCCESS

Directions: Check the appropriate position on each scale. Underline strong points. Encircle weak points.

	Superior	Good	Adequate	Inferior
KNOWLEDGE OF SUBJECT MATTER				
* 1. Has an understanding and a working knowledge of content in teaching field.				
2. Is actively engaged in increasing his/her knowledge of subject matter.				
INSTRUCTIONAL CAPACITIES				
* 3. Ability to Organize Materials for Teaching Purposes: Makes adequate plans for teaching, selects materials with attention to individual differences; organizes materials effectively.				
* 4. Ability to Organize Learning Situations: Has general mastery of methods; is able to create effective learning situations, obtains wide pupil participation; maintains proper balance between teacher-pupil activity, provides for individual differences.				
5. Class Achievement: Pupil learning continues at appropriate levels; selects appropriate appraisal techniques.				
* 6. Classroom Management: Is fair and just in dealing with pupils; understands the psychological, physiological, and sociological needs of his/her pupils; has the interest and cooperation of pupils; encourages social responsibility in pupils.				
PERSONAL/PROFESSIONAL QUALITIES				
7. Classroom Personality: Is mentally alert; has sense of humor; exercises self-control; displays drive and vitality.				
8 Social Qualities: Is friendly, understanding and helpful, has ability to get along with others and can empathize with their problems, is courteous and tactful, is interested in pupils.				
9 Professional Zeal: Is interested in teaching; takes steps toward self-improvement; is an enthusiastic worker; believes teaching is worthwhile.				
10. General Knowledge and Information: Has a wide variety of interests and a broad understanding of social concerns.				
11 Loyalty and Cooperation: Is dependable and punctual; is willing and able to take suggestions and criticisms; cooperates with associates and supervisors, upholds school policies.				
*12 Use of Oral and Written English: Presents ideas simply and clearly, uses good English in and out of the classroom.				
13. Health: Has good general physical condition and mental health, able to carry normal load with energy in reserve.				
14. Personal Appearance Exhibits good taste and neatness in dress; is clean; has no distracting mannerisms.				
15 Voice and Speech Is clear and distinct, has good inflection and modulation; is easy to understand; uses correct pronunciation, is free from irritating mannerisms.				

STUDENT TEACHING EVALUATION SIGN OFF SHEET

Midterm evaluation discussion held on _____
date

Participant's signatures _____
student teacher

_____
classroom supervisor

****

Final evaluation discussion held on _____
date

Participant's signatures _____
student teacher

_____
classroom supervisor

****

Grade recommendation (circle one) SATISFACTORY NOT SATISFACTORY

_____
classroom supervisor

This completed form, and the Feedback Checklist, must be returned to the University supervisor's office no later than _____.

FORMS TO BE COMPLETED BY STUDENT TEACHERS

FRAMWORK QUESTIONS

PRE-OPENING:

Who enters when?

Routines (wraps, lunches, notes, homework)

When required to be in seat.

How greeted.

Restroom use.

OPENING ACTIVITIES:

Cue to commence. (bell? clock?)

Attendance procedure.

Tardiness.

Lunch count.

Announcements

Outline of day.

Calendar, sharing, etc.

MOVEMENT MANAGEMENT:
Pencil Sharpening.

Drinks, restroom.

Trips to lockers.

Getting out of seat.

Leaving at end of period.

Whole group moving to PE, etc.

Individuals going to other classes.

Moving to & from group table, centers, etc.

MANAGING MATERIALS:
Location of
Texts

Teacher's manuals

Art supplies

A-V

Other

Organization for storage
Teacher-use papers, books

Worksheets

Tests

Passing out papers, books, etc.

"Sharing" of materials

MANAGING COMPLETED WORK
Use folders?

Checking performance:
Criteria?

Checks, stars, individual comments?

When checked?

Turn around time.

Entry into grade book.

Keep samples?

Provisions for absentees.

ASSISTANCE MANAGEMENT

Rules for requesting teacher help.

How often does teacher scan room?

Under what conditions can peers be consulted?

Free to come to teacher's desk, small group work?

Physical posture of teacher when helpig a student.

What is said to or modeled for the student when giving help?

When and how is off-task behavior addressed?

Acknowledging help is needed but can't assist immediately.

MISCELLANEOUS

Custody disputes.

Why is room arranged the way it is?

Keeping room clean.

What do students furnish (tissues, et.c)

SPECIAL TIMES

Sickness of one student.

Half the class is absent.

How the year is started.

Grouping

Tour of school

First few days of work

Explaining rules

How the year is wrapped up:
Preparing for next teacher/level

Inventory

Last few days

Class parties.

Preparing for substitute.

Transfering a student out.

Gaining a new student:
Introduction

Formulating IEP

Placement in group.

Informal assessment.
Bowel/bladder accidents.

Inside recess.

Initiating integration of student into "regular" class.

WORKING WITH PARAPROFESSIONAL

Duties

How supervised & evaluated?

DISTRACTIONS:

Visitors to room.

Intercom announcements.

"Toys" from home.

GIVING DIRECTIONS:

Position in room.

First words.

Procedure with "stragglers".

Eye contact.

Pauses, inflection, volume.

Checking for comprehension.

Repeat?

Written somewhere?

SMALL GROUP WORK:

Signal to get ready for group.

Materials.

Length of time.

Teacher's physical position.

Seating arrangements for students.

Managing student participation.

Monitoring other happenings in room.

WHOLE GROUP WORK:
Signal for attention.

Dividing attention among students.

Sharing the "floor" with students.

Customizing questions for individuals.

GENERAL INSTRUCTION:

How are new concepts introduced?

Use of A-V, models, etc.

How is concept reviewed?

Is curriculum spiraling?

When to "back off" from teaching a new concept.

When does teacher deviate from text?

How grouping is decided.

How are times negotiated for resource students?

INFORMATION MANAGEMENT:

Figuring grades (if used)

Which grades are used?

Criteria?

Input from other teachers.

IEP's

When done & reviewed?

Kept where?

Who writes them?

How to really use rather than file them.

What observational data is kept?

End of the year summaries?

How information is passed along to next teacher, level.

What information is kept on permanent record.

What are the criteria for diploma?

WITH THE HOME & COMMUNITY:
How is the home kept informed?

Periodic, formalized contact

On an as-needed basis

What efforts are mad to involve the home?

What are rules regarding custody disputes?

How is bad news presented?

How to handle an irate parent.

What community resources are being utilized?

GENERAL BEHAVIOR MANAGEMENT:
Classroom rules.

What?

Who chose them?

Consequences (+/-)

All school rules.

Use of physical contact.

Planned ignoring.

Systematic operant conditioning:
Types of reinforcers.

Reinforcement schedules.

Group vs. individual.

Contracts.

ASSESSMENT:

Procedures for referral.

Types of instruments used.

Which does classroom teacher give.

Use of all-school standardized tests.

Childfind activities.

ANECDOTAL RECORD FORM

Learner_____Observer_____

Date_____Time_____Activity_____

Rationale for observing this learner:

Incident:

FREQUENCY/DURATION OF BEHAVIOR

LEARNER_____ OBSERVER_____

STARTING DATE_____ ENDING DATE_____

PINPOINT (description of behavior)_____

_____

_____

	tallies/ duration	total/rate
Day 1 times____ - ____	_____	_____
Day 2 times____ - ____	_____	_____
Day 3 times____ - ____	_____	_____
Day 4 times____ - ____	_____	_____
Day 5 times____ - ____	_____	_____